



*Universidad Nacional*  
*José Faustino Sánchez Carrión*

**FACULTAD DE INGENIERIA AGRARIA, INDUSTRIAS  
ALIMENTARIAS Y AMBIENTAL**

**MODALIDAD NO PRESENCIAL**  
**SÍLABO POR COMPETENCIAS**  
**INGLÉS II**  
**2020-I**

**DOCENTE:**

**Mg. Wendy Viviana Canales Inga**

**SÍLABO: INGLÉS II**  
**2020 - I**

**I. DATOS GENERALES**

1.1 LINEA DE CARRERA	Formación general
1.2 SEMESTRE ACADEMICO	2020-I
1.3 CODIGO DEL CURSO	207
1.4 CREDITOS	03
1.5 AREA CURRICULAR	Inglés
1.6 HORAS SEMANALES	Hrs. Totales: 04 Teóricas: 02 Practicas: 02
1.7 CICLO	III
1.8 SECCION	A
1.9 APELLIDOS Y NOMBRES DEL DOCENTE	Mg. Wendy Viviana Canales Inga
1.10 CORREO INSTITUCIONAL	wcanales@unjfc.edu.pe
1.11 N° DE CELULAR	988490896/982398479

**II. SUMILLA Y DESCRIPCIÓN DE LA ASIGNATURA**

La asignatura de inglés II pertenece al área de estudios generales, es de naturaleza teórico-práctica y tienen como propósito el desarrollo de la competencia comunicativa. El curso está orientado al desarrollo de habilidades comunicativa en forma oral y escrita, en diferentes contextos, sobretodo en aspectos relacionados a su especialidad, de modo que el estudiante logre el manejo del idioma en un nivel básico superior. La asignatura forma parte de un sistema de cursos que integra la línea de formación idiomática. Se busca un nivel de dominio del idioma Inglés, de acuerdo al nivel establecido del Marco Común Europeo de referencia para las lenguas. Para cada uno de los niveles el marco define las destrezas que los estudiantes deben adquirir en las siguientes cuatro competencias: comprensión auditiva, comprensión de lectura, interacción oral, y expresión escrita.

El curso está programado en 16 semanas, en las cuales se desarrollan IV unidades didácticas con sus respectivas sesiones de aprendizaje y tiene una duración de 4 horas semanales. Las unidades a desarrollar durante el ciclo son: My daily routines, Writing past events, What happened? Y Actions happening in the past.

### III. CAPACIDADES AL FINALIZAR EL CURSO

	CAPACITY UNIT	NAME UNIT	WEEKS
UNIT I	<p>Asking and answering questions about different activities. Talk about daily routines. Recognize the functions of written texts according to form and purpose. Use known vocabulary and grammatical structures to write texts. Identify the communicative purpose of the text. Infer information from written texts. Produce different texts with appropriateness, coherence and cohesion.</p>	My daily routines.	1 - 4
UNIT II	<p>Asking and answering questions in present and past events Talking about vacations activities. Recognize the functions of written texts according to form and purpose. Use known vocabulary and grammatical structures to write texts. Identify the communicative purpose of the text.</p>	Writing past events	5 - 8
UNIT III	<p>Asking and answering questions about different activities in past. Talk about past habits and situations. Recognize the functions of written texts according to form and purpose. Distinguishing between past and present activities Talking about ability in the past. Telling a story.</p>	What happened?	9 - 12
UNIT IV	<p>Asking and answering questions about different activities. Talk about past progressive. Recognize the functions of written texts according to form and purpose. Use known vocabulary and grammatical structures to write texts. Identify the communicative purpose of the text. Infer information from written texts. Produce different texts with appropriateness, coherence and cohesion.</p>	Action happening in the past.	13 - 16

#### IV. INDICADORES DE CAPACIDADES AL FINALIZAR EL CURSO

1	Talk about habitual actions and routines.
2	Determine and express opinions and preferences.
3	Produce clear and coherent texts in which the development and organization are appropriate to the task.
4	Express facts, opinions and preferences using the simple present.
5	Produce simple coherent texts to describe specific objects and ongoing events.
6	Produce texts that achieve appropriateness, clarity, emphasis and coherence.
7	Talking in class, answer the questions correctly.
8	Asking and answering about activities and events in the past.
9	Asking and answering questions about present and past events.
10	Talking about past habits and situations.
11	Distinguishing between past and present activities.
12	Talking about ability in the past.
13	Write short texts in past / Discuss the questions.
14	Telling a story using connectors.
15	Complete the sentences in negative form.
16	Conversation answers the questions.

V. DESARROLLO DE LAS UNIDADES DIDACTICAS:

<b>Unit 1 : My Daily Routines.</b>	<b>CAPACITY OF UNIT I: talk about habitual actions and routines, determine and express opinions and preferences, produce clear and coherent texts in which the development, express facts and opinions and preferences using the simple past.</b>					
	<b>Week</b>	<b>Contents</b>			<b>Teaching strategy</b>	<b>Achievement indicators of capacity</b>
		<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>		
	1	<ul style="list-style-type: none"> <li>♦ Daily Routines with time, days, means of transportations</li> <li>♦ Simple present with I,You, We, They in affirmative form.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Students write short text about daily routines</li> <li>♦ Describing daily routines</li> </ul>	Respect the agreements and rules of the classroom.	Write your daily routine Use university platform	To talk about habitual actions and routines. To talk about current activities.
	2	<ul style="list-style-type: none"> <li>♦ Simple present with He, She, It in affirmative form.</li> <li>♦ Simple Present with adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>♦ Give specific information</li> <li>♦ Determine and express opinions and preferences.</li> </ul>	Cooperative learning.	Students work in pairs to talk about their routines in a videoconference	Determine and express opinions and preferences.
	3	<ul style="list-style-type: none"> <li>♦ Simple Present in negative form ( don`t / doesn`t )</li> <li>♦ Connectors: and, so, but, then, before and after.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Making, accepting and refusing invitations.</li> </ul>	Respect and value ideas, beliefs, language and Solidarity.	Active participation of the students during the class in google meet.	Produce clear and coherent texts in which the development and organization are appropriate to the task.
	4	<ul style="list-style-type: none"> <li>♦ Simple present interrogative form and short answer.</li> <li>♦ Wh question in simple tense</li> </ul>	<ul style="list-style-type: none"> <li>♦ A short monologue about a girl`s hobbies.</li> </ul>	Value the topics taught in the area as part of the education process.	Make mind maps of different celebrations in our town. Use university platform	Express facts, opinions and preferences using the simple present.
<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>						
<b>EVIDENCIA DE CONOCIMIENTOS</b>		<b>EVIDENCIA DE PRODUCTO</b>			<b>EVIDENCIA DE DESEMPEÑO</b>	
Oral and written evaluation of the Unit I.		Daily Routine, Short text.			Describing daily routine correctly.	

<b>Unit II : Writing past events.</b>	<b>CAPACITY OF UNIT II: Produce simple coherent texts to describe specific objects and ongoing events, produce texts that achieve appropriateness, clarity, emphasis and coherence,</b>					
	<b>Week</b>	<b>Contents</b>			<b>Teaching strategy</b>	<b>Achievement indicators of capacity</b>
		<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>		
	5	<ul style="list-style-type: none"> <li>♦ Past to be in affirmative form with time expression.</li> <li>♦ Past to be in negative form.</li> </ul>	Writing about vacations <ul style="list-style-type: none"> <li>♦ Talking about the weather.</li> </ul>	Understand past events as part of life experience.	Participate in the interactive class in google meet and express their ideas and write in google drive.	Produce texts that achieve appropriateness, clarity, emphasis and coherence.
	6	<ul style="list-style-type: none"> <li>♦ Past to be in interrogative form with short answer.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Talking about past events</li> <li>♦ Exchanging information about the past.</li> </ul>	Respect their ideas our opinions of their partners.	Work in Collaborative learning.	Talking in class. Answer the questions correctly.
	7	<ul style="list-style-type: none"> <li>♦ There was and there were.</li> </ul>	<ul style="list-style-type: none"> <li>♦ To narrate a story and write about past event happened.</li> </ul>	Show responsibility	Do exercises and demonstrate what learned in the university platform	Produce simple coherent texts to describe past events.
	8	<ul style="list-style-type: none"> <li>♦ Project about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Present and expositions your work</li> </ul>	Be organize and cooperative.	Expositions in virtual class with google meet.	Talk about your project.
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>		<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>	
	Oral and written evaluation of the Unit II.		Write short text with the past to be in past with pictures in class.		Prepare exposition for different topics for better learning.	

<b>Unit III: How it all started /What happened.</b>	<b>CAPACITY OF UNIT III: Asking and answering activities in past. / Talking about the past habits and situation. /Telling a story n past.</b>					
	<b>Weeks</b>	<b>Contents</b>			<b>Teaching strategy</b>	<b>Achievement indicators of capacity</b>
		<b>Conceptual</b>	<b>Procedural</b>	<b>Attitudinal</b>		
	9	<ul style="list-style-type: none"> <li>♦ Simple Past &amp; the verb to be</li> <li>♦ Regular verb</li> </ul>	Read the text and answer the questions. Complete the sentences	Work in class. Show solidarity with your partners.	Talking in short interactive conversations.	Asking and answering activities and events in the past. Asking and answering questions about present and past.
	10	<ul style="list-style-type: none"> <li>♦ Simple past of irregular verbs (affirmative form)</li> <li>♦ Adverbs of manner.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Listen the vocabulary about animals.</li> <li>♦ Read short text and talking about the principal ideas.</li> </ul>	Work actively during the class. Respect the opinions of your partners.	Work in pair during the reading and answer the questions. Write true or false the sentences in the university platform.	Talking about the past habits and situations. Distinguishing between past and present activities
	11	<ul style="list-style-type: none"> <li>♦ Past Simple Negative and interrogative form.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Practice a short conversation What do you think happened?</li> </ul>	Show Positive attitude. Help your partners.	Listen again and check your answers. Talk in pairs. Answer the questions in a virtual practice.	Talking about ability in the past. Telling a story.
	12	<ul style="list-style-type: none"> <li>♦ Project about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Present and expositions your work</li> </ul>	Be organize and cooperative.	Expositions in a virtual class.	Talk about your project.
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>			<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>
	Oral and written evaluation of the Unit III.			Telling and write short story in past.		Talking about actions in past.

<b>Unit IV : Actions happening in the past</b>	<b>CAPACITY OF UNIT IV: Write short texts in past progressive, sequencing the parts of a story using connectors,</b>					
	Week	Contents			Teaching strategy	Achievement indicators of capacity
		Conceptual	Procedural	Attitudinal		
	13	♦ Past progressive with tourist place in affirmative form.	♦ Write about past events ♦	Show self-esteem and confidence.	Writing about past events in google drive.	Write short texts in past progressive.
	14	♦ Connectors of time: before / while / now / that	♦ Expressing relationship between ideas.	Consider the importance of moral values.	Underline the connector in a text in a virtual practice	Sequencing the parts of a story. Telling a story using connectors.
	15	♦ Past progressive in negative form.	♦ Writing about strange events and negative sentences.	Consider the importance of moral values.	Write sentences in negative form and use the university platform.	Complete the sentences in negative form.
	16	♦ Past progressive in interrogative form with short answer.	♦ In pairs students practice answer the questions.	Show empathy for others.	show respect between partners.	Conversation answers the questions.
		♦ Project about the topic.	♦ Present and expositions your work	Be organize and cooperative.	Expositions in a virtual class.	Talk about your project.
	<b>EVALUACIÓN DE LA UNIDAD DIDÁCTICA</b>					
	<b>EVIDENCIA DE CONOCIMIENTOS</b>		<b>EVIDENCIA DE PRODUCTO</b>		<b>EVIDENCIA DE DESEMPEÑO</b>	
Oral and written evaluation of the Unit III.		Short text.		Write short text with the past progressive.		



## **VI. MATERIALES EDUCATIVOS Y OTROS RECURSOS DIDÁCTICOS**

Se utilizarán todos los materiales y recursos requeridos de acuerdo con la naturaleza de los temas programados. Básicamente serán:

### **1. Medios escritos:**

- ♦ Separatas con contenidos temáticos
- ♦ Guías de práctica
- ♦ Diccionario

### **2. Medios visuales y electrónicos**

- ♦ Papelotes
- ♦ Tarjetas
- ♦ Diapositivas
- ♦ Pizarra interactiva
- ♦ Google meet

### **3. Medios Informáticos**

- ♦ Internet
- ♦ Computadora
- ♦ Celulares
- ♦ Tablet

## **VII. SISTEMAS DE EVALUACIÓN – ART. 127 REGLAMENTO ACADEMICO:**

La evaluación es inherente al proceso de enseñanza y aprendizaje y será continua y permanente. Los criterios de evaluación son de conocimiento, de desempeño y de producto.

### **1. EVIDENCIAS DE CONOCIMIENTO**

La Evaluación será a través de pruebas escritas y orales para el análisis y autoevaluación. En cuanto al primer caso, medir la competencia a nivel interpretativo, argumentativo y propositivo, para ello debemos ver como identifica (describe, ejemplifica, relaciona, reconoce, explica, etc.); y la forma en que argumenta (plantea una afirmación, describe las refutaciones en contra de dicha afirmación, expone sus argumentos contra las refutaciones y llega a conclusiones) y la forma en que propone a través de establecer estrategias, valoraciones, generalizaciones, formulación de hipótesis, respuesta a situaciones, etc.

En cuanto a la autoevaluación permite que el estudiante reconozca sus debilidades y fortalezas para corregir o mejorar.

Las evaluaciones de este nivel serán de respuestas simples y otras con preguntas abiertas para su argumentación.

### **2 EVIDENCIAS DE DESEMPEÑO**

Esta evidencia pone en acción recursos cognitivos. recursos procedimentales y recursos afectivos; todo ello en una integración que evidencia un saber hacer reflexivo; en tanto, se puede verbalizar lo que se hace, fundamentar teóricamente la práctica y evidenciar un pensamiento estratégico, dado en la observación en tomo a cómo se actúa en situaciones

impredecibles.

La evaluación de desempeño se evalúa ponderando como el estudiante se hace investigador aplicando los procedimientos y técnicas en el desarrollo de las clases a través de su asistencia y participación asertiva.

### 3. EVIDENCIAS DEL PRODUCTO

Están implicadas en las finalidades de la competencia, por tanto, no es simplemente la entrega del producto, sino que tiene que ver con el campo de acción y los requerimientos del contexto de aplicación.

La evaluación de producto de evidencia en la entrega oportuna de sus trabajos parciales y el trabajo final. Además, se tendrá en cuenta la asistencia como componente del desempeño, el 30% de inasistencia inhabilita el derecho a la evaluación.

VARIABLES	PONDERACIONES	UNIDADES DIDÁCTICAS DENOMINADAS MÓDULOS
Evaluación de Conocimiento	30%	El ciclo académico comprende 4
Evaluación de Producto	35%	
Evaluación de Desempeño	35%	

Siendo el promedio final (PF), el promedio simple de los promedios ponderados de cada módulo (PM1, PM2, PM3, PM4)

$$PF = \frac{PM1 + PM2 + PM3 + PM4}{4}$$

### VIII. BIBLIOGRAFÍA

- Bygrave, J. (2012) *New Total English. Students' Book – Starter*. England: Pearson.
- Mitchell, H. & Scott, J. American Channel (2012) *Beginners Student's Book*. EEUU: mm publications.
- University of Cambridge (2013) *Advanced Learner's Dictionary*. United Kingdom: Cambridge University Press.
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Huacho, junio del 2020

  
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